



Teaching Text Structures

M. Nolan

FCAT 2.0

Reporting Category 2: Reading Application

LA.910.1.7.5

- The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

Text Structures/
Organizational Patterns (e.g., comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description)

Number of Text Structures Questions on FCAT

| Grade Level | 2011 | 2012 |
|------------------|------|------|
| 9 th | 1 | 1 |
| 10 th | 1 | 0 |

Expository Text

“Informational text is **the** most complicated type of nonfiction because the purposes are so varied.

The purpose of informational text dictates the structure. Not all informational texts have the same structure.”

- Buss & Karnowski, *Reading & Writing Nonfiction Genres*

What are “text structures”?

Organizational patterns in writing

- Description
- Chronological order or Sequence
- Problem and Solution
- Cause and Effect
- Comparison and Contrast
- Argument/Support
- Definition/Explanation
- Question/Answer
- Listing/Description

Text Structures

Why is it important that readers can recognize and understand text structures?



Pencils Down



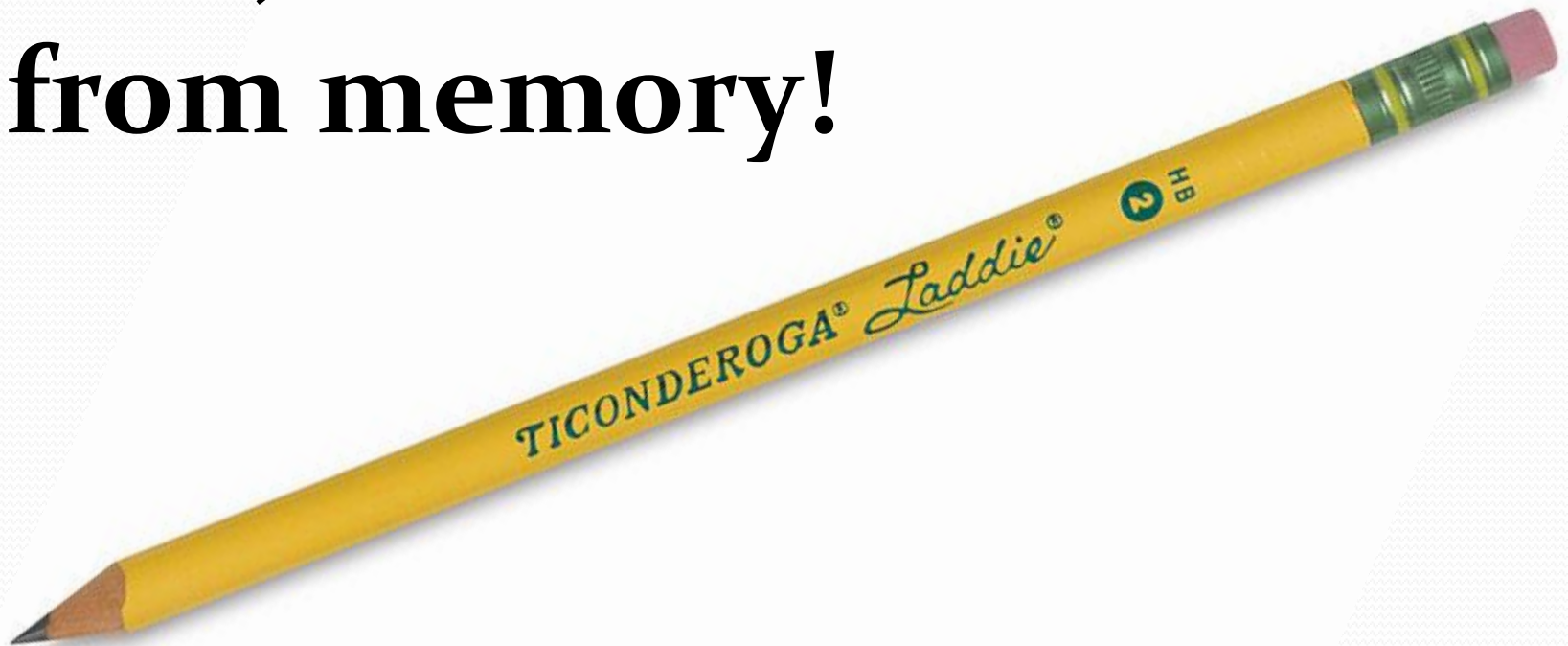
**You will
have 15
seconds to
observe the
following
image:**





1963590103132218

**Now, write the number
from memory!**





Let's try again but think . . .

Year Kennedy was shot

FCHS address number

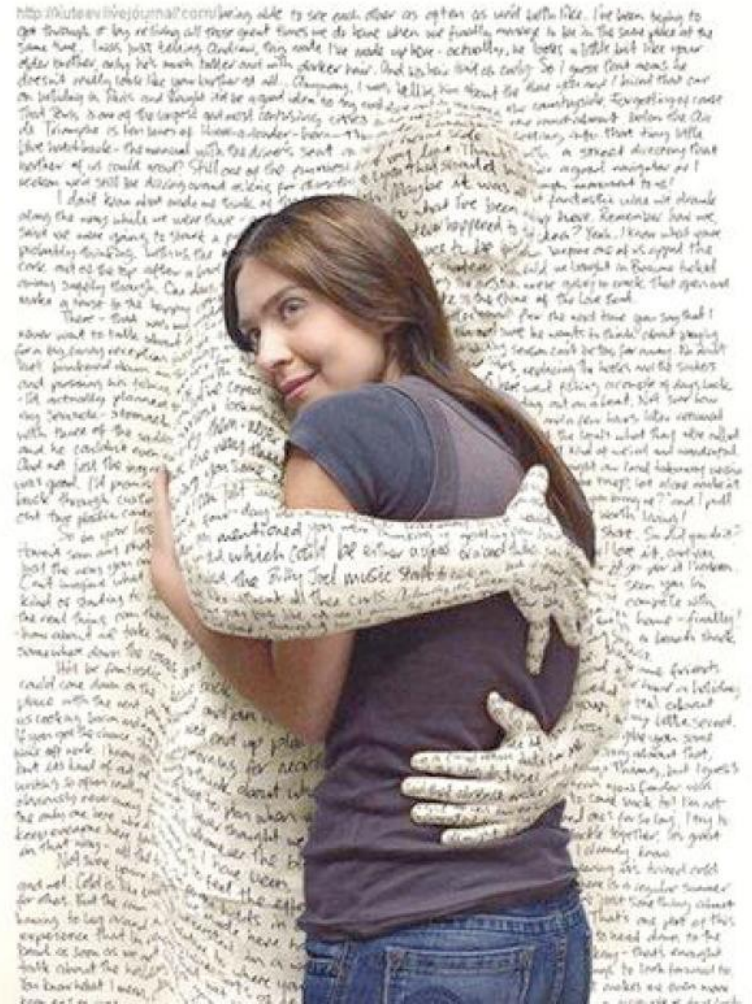
Halloween

FCHS zip code

1963-590-1031-32218

What does this have to do with reading?

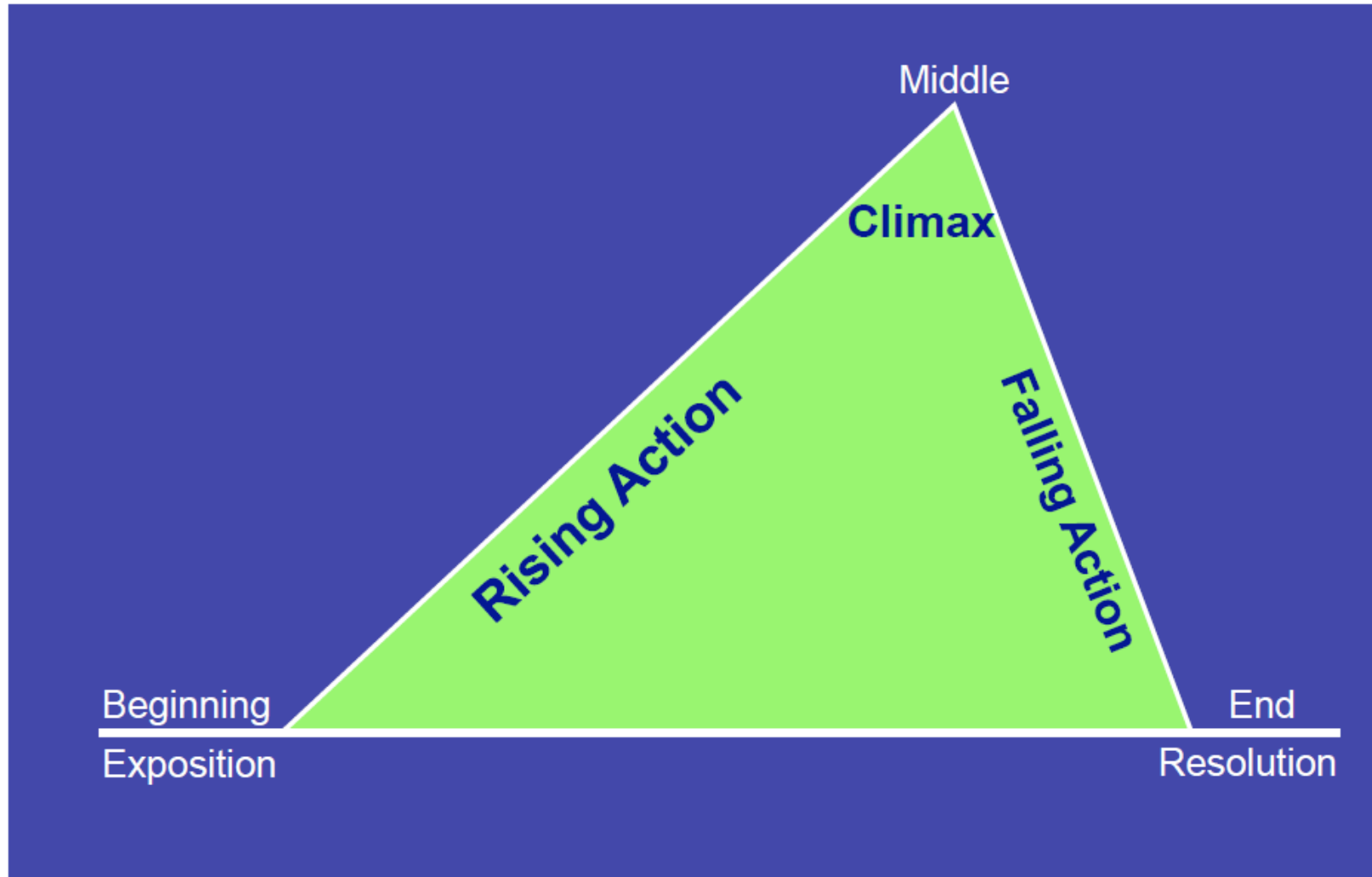
The better a reader understands text structures, the greater the level of comprehension.





**Understanding
text structures
is the KEY
to unlocking
expository
text!!**

Expository Text has **NO PLOT LINE** to Support Comprehension



Text Structure Research

“Many students experience problems comprehending expository text....One reason is that they can't see the basic structure of the text. Some students get lost in the words and can't see the big picture.”

Dymock, 1998; Dymock & Nicholson, 1999

What do students need to be able to do on the FCAT?

- Identify type of text structure
- Analyze how text structure supports comprehension of the text
- Compare and contrast information in one or more texts
- Explain cause and effect relationships




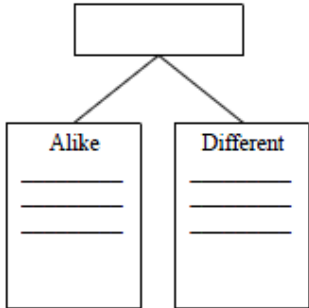
FCAT Question Stems

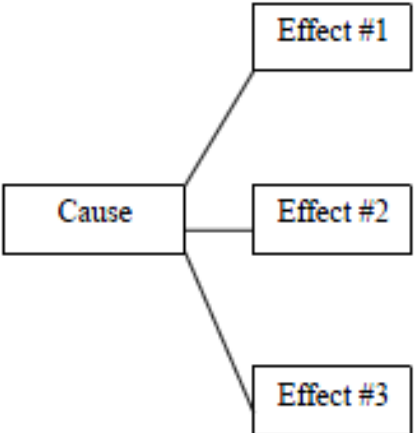
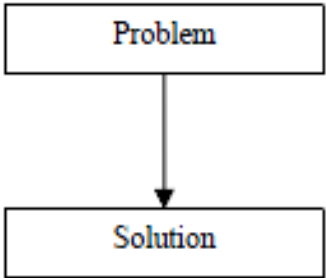
- Share folder →
- Instructional Focus for Reading folder →
- 2012-2013 folder →
- FCAT Teachers →
- Cycle 3 – Author's Purpose and Perspective/Text Structures →
- Text Structures →
- Teacher Information →

“I Do” Lesson Ideas

- Review common organizational patterns.
- Review the frequently used signal words (transitions) for each of the common organizational patterns.
- Model your thinking as you use an appropriate graphic organizer to summarize the information in a brief text.

Five Expository Text Structures and their Associated Signal Words

| Pattern | Description | Cue Words (signal words) | Graphic Organizer |
|-------------|--|--|--|
| Description | The author describes a topic by listing characteristics, features, attributes, and examples | <ul style="list-style-type: none"> • for example • characteristics • for instance • such as • is like • including • to illustrate |  |
| Sequence | The author lists items or events in numerical or chronological sequence, either explicit or implied | <ul style="list-style-type: none"> • first • second • third • later • next • before • then • finally • after • when • later • since • now • previously • actual use of dates | <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ |
| Comparison | Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different | <ul style="list-style-type: none"> • however • nevertheless • on the other hand • but • similarly • although • also • in contrast • different • alike • same as • either/or • in the same way • just like • just as • likewise • in comparison • where as • yet |  |

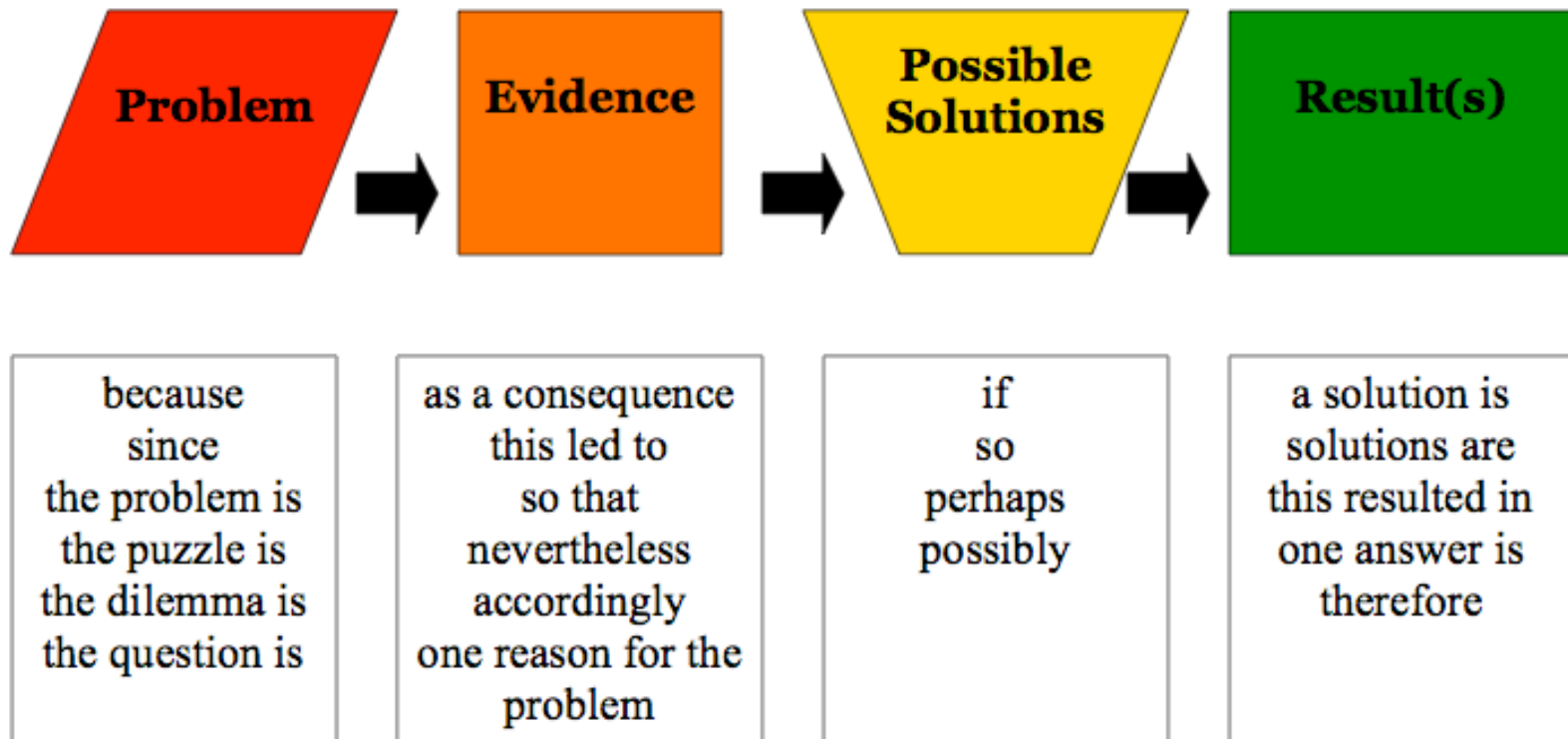
| | | | |
|----------------------|---|--|---|
| Cause and Effect | The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event. | <ul style="list-style-type: none"> • if/then • reasons why • as a result • therefore • because • consequently • since • so that • for • hence • due to • thus • this led to |  <pre> graph LR Cause[Cause] --- Effect1[Effect #1] Cause --- Effect2[Effect #2] Cause --- Effect3[Effect #3] </pre> |
| Problem and Solution | The author presents a problem and one or more solutions to the problem | <ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer • puzzle is solved |  <pre> graph TD Problem[Problem] --> Solution[Solution] </pre> |



Problem and Solution



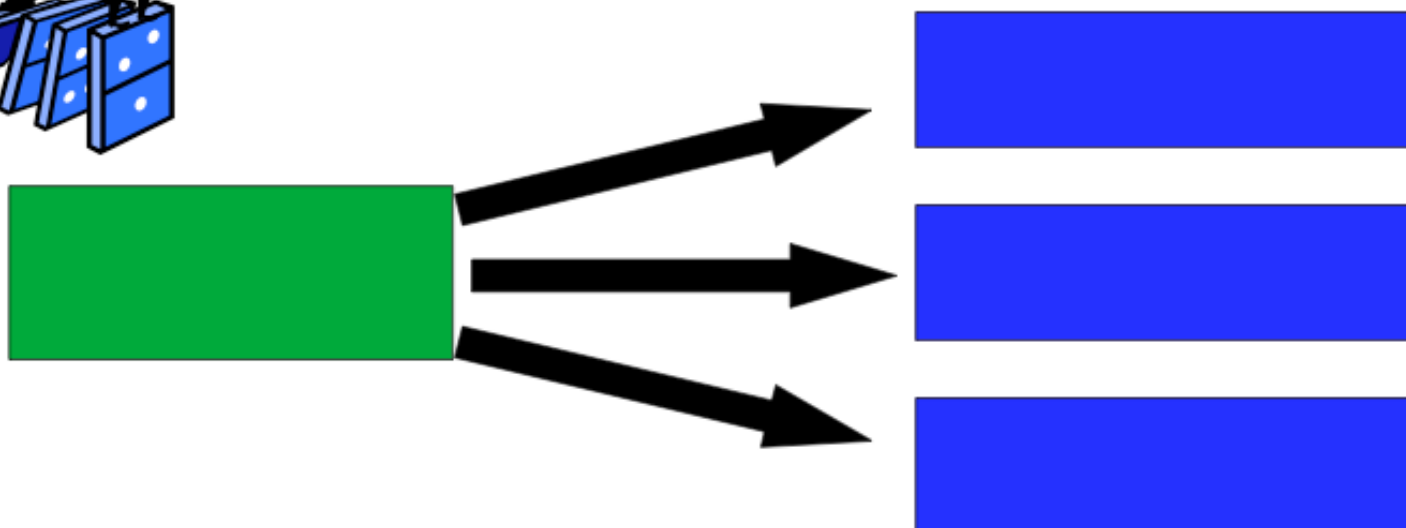
Identifies a problem and a solution to the problem





Cause and Effect

Presents cause and effect relationships



Signal Words

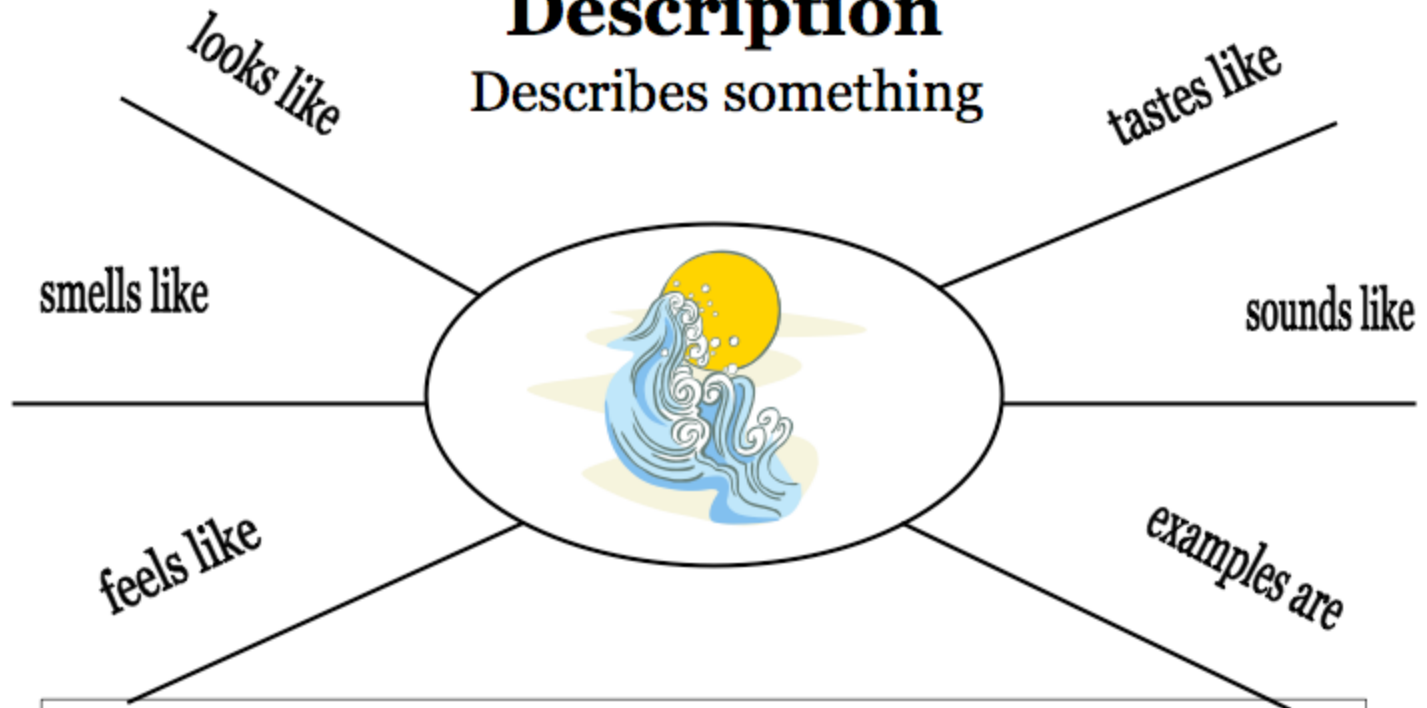
because
therefore
this leads to
accordingly
may be due to
for this reason

if...then
since
so that
because of
effects of

as a result
consequently
nevertheless
in order to
thus

Description

Describes something



for example
to begin with
in addition
most important
in front
about
has

Signal Words
characteristics are
also
such as
another
beside
is
have

for instance
in fact
to illustrate
furthermore
near
are
does

Sequence

Provides a series or steps



1. _____
2. _____
3. _____
4. _____
5. _____



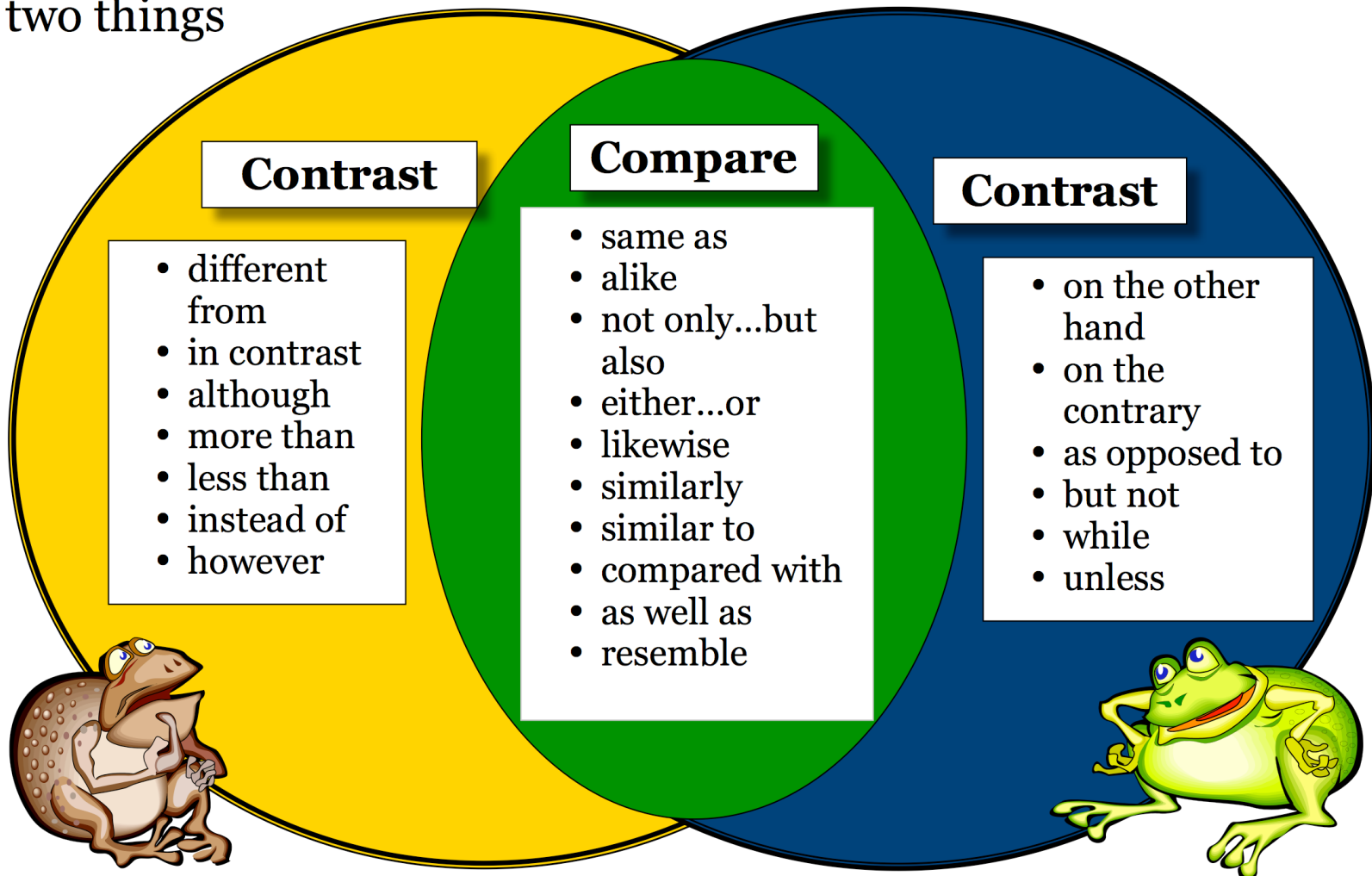
first
on (date)
next
then

Signal Words
second
not long after
at the same time

before
after that
finally

Comparison and Contrast

Compares and contrasts the similarities and differences between two things



(Adapted from Tompkins, 2006)

“We Do” Lesson Ideas

- Have students work as a group to determine organizational structures by identifying signal words.
- Have students work with a partner to summarize an article using a graphic organizer that you provide.
- Have students work with a partner to create an appropriate graphic organizer for a passage they have read.

Teaching Text Structures

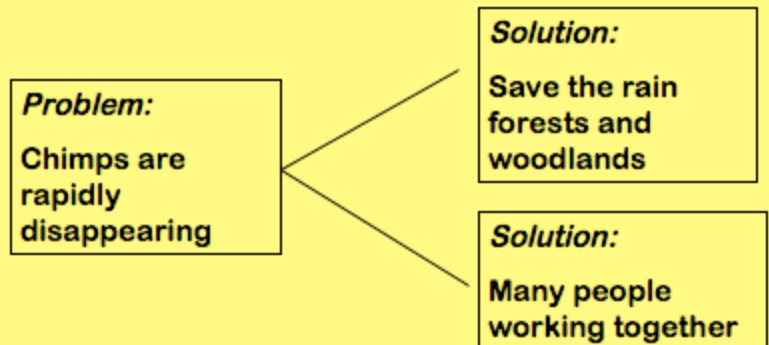
- Have students *sort a variety of paragraphs* from your content area by text structures
 - Begin by sorting into only one or two groups at a time; work up to all five
 - Use signal words to help determine structure
 - Work in collaborative groups for this activity



Sample “We Do” Partner Lesson

1. Identify the text structure of the paragraph you are given.
2. Underline signal words and clues that helped you identify the text structure.
3. Create a graphic organizer as a visual representation of the information in the paragraph.

Example - (problem/solution):



“You Do” Lesson Ideas

- **Use FCAT question stems with your own content readings. Multiple choice questions make great exit slips!**
- **Have students summarize a passage by creating their own graphic organizer to match the text structure of the passage. Use the Creating**